DOCUMENT RESUME

ED 461 723 CE 082 761

TITLE	Student Outcomes Survey: In Summary. Statistics 2001.
INSTITUTION	National Centre for Vocational Education Research, Leabrook (Australia).
SPONS AGENCY	Australian National Training Authority, Brisbane.
ISBN	ISBN-1-74096-002-5
PUB DATE	2001-00-00
NOTE	17p.; For the 2000 Survey: In Summary, see ED 447 349.
AVAILABLE FROM	National Centre for Vocational Education Research, Client Services, Reply Paid 5, South Australia 5068, Australia (Catalogue no. 689). Tel: 08-8333-8400; Fax: 08-8331-9211; e-mail: orderit@ncver.edu.all; Web site: http://www.ncver.edu.au. For full text: http://www.ncver.edu.au/statistics/surveys/sos01/sos01.pdf.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	College Graduates; Developed Nations; *Education Work Relationship; Females; Foreign Countries; Graduate Surveys; *Job Training; Males; National Surveys; *Outcomes of Education; Postsecondary Education; Program Evaluation; Statistical Analysis; *Technical Education; *Vocational Education; Wages
IDENTIFIERS	*TAFE (Australia)

ABSTRACT

A national survey of students who undertook vocational education and training (VET) in the year 2000 at a Technical and Further Education (TAFE) institute in Australia was conducted through a mailing of questionnaires to a randomly selected sample of graduates and module completers. Response rate was 52 percent and 41 percent, respectively. In addition, a telephone survey of non-responders was conducted. The sample was stratified by TAFE institute, field of study, gender, and age. Results of the study include the following: (1) 88 percent of TAFE graduates and 67 percent of module completers were employed or in further study; (2) 74 percent of graduates and 64 percent of module completers undertook their TAFE training for vocational or work-related reasons; (3) 27 percent of graduates and 19 percent of module completers were employed in their first full-time job during May of 2001; (4) more than half of the graduates and module completers rated the quality of their TAFE training as 8 or more on a 10-point scale; (5) 45 percent of graduates and 35 percent of module completers who were unemployed before their training found work after their training; (6) 25 percent of graduates and 13 percent of module completers who were employed before and after their training moved to a higher skilled occupation after their training; and (7) 26 percent of graduates and 11 percent of module completers received pay increases as a result of their training. (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 723

NCVER

Statistics 2001

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Student Outcomes Survey

In Summary

Highlights for 2001 include

- 81.5% of TAFE graduates were employed or in further study/training
- 67.2% of TAFE [illegible] students were employed part or full time after completing their training
- 73.2% of [illegible] were employed after training, a new TAFE record or equal highest rate
- 26.6% of graduates and 18.3% of module completers were employed in their first full month after 28 May 2001
- 67.2% of graduates and 63.9% of module completers said the overall quality of their TAFE training was 8 or more on a 10 point scale
- 46.3% of graduates and 35.0% of module completers who were unemployed before their training found work after their training
- 24.6% of graduates and 13.4% of module completers who were employed before and after their training received a higher salary after their training
- 26.4% of graduates and 11.4% of module completers reported an increase in earnings as a result of their training
- 75.2% of graduates and 59.8% of module completers reported that their training was highly or somewhat relevant to their current job at 28 May 2001

Australian Vocational Education & Training

Australian National Training Authority

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
S. Haymore
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
2B

CE082761

2

BEST COPY AVAILABLE

About the survey

The *2001 Student Outcomes Survey: In Summary* presents information collected in a national survey of students who undertook vocational education and training (VET) during 2000 at a Technical and Further Education (TAFE) institute in Australia. Information is presented about two groups of students: graduates and module completers. Graduates are defined as students who completed their course during 2000 and graduated with a qualification from a course. Module completers are students who successfully completed some training and had left the TAFE system at the time of completing the survey.

The Student Outcomes Survey has now been conducted in this form annually since 1999. Previous surveys that only included graduates were carried out in 1995, 1997 and 1998. It should be noted that there has been a break in series between 1999 and 2000. The definition of TAFE graduates changed slightly for the 2000 survey. Prior to that year graduates who had completed a qualification from a course of at least 200 hours or one semester in duration were included. The 2000 and 2001 surveys included all graduates who completed a qualification irrespective of the number of hours of their course. Additionally, the proportions shown throughout this publication have been derived on the basis of stated responses. This differs from previous methods of calculation in which the proportions were derived on the total of stated and not stated responses. This break limits any comparison between years and therefore caution should be exercised when using data prior to 2000 and comparing it with estimates of the 2000 and 2001 Student Outcomes Surveys.

The 2001 Student Outcomes Survey involved the mailing of questionaires to a randomly selected sample of graduates and module completers with national response rates of 52.3% and 40.7%, respectively. The sample was stratified by TAFE institute, field of study, gender and age. Responses have been weighted to population benchmarks. One of the effects of weighting data is that proportions are based on the population rather than on the number of responses. For instance, the survey shows that 53.5% of graduates were female. However, the actual proportion of female graduates that responded was 58.5%, which shows that females were more likely than males to respond to the survey. All proportions shown throughout this publication have been derived on the basis of stated responses.

While tentative comparisons can be made between graduates and module completers there are differences between these groups that limit their comparability. For instance, on average graduates undertake twice as much training as module completers with a median length of training of 10 months compared to 5 months by the latter group. Graduates generally had a higher level of schooling than module completers: more than half of all graduates (55.8%) and 43.5% of module completers had completed year 12 or equivalent. Graduates (53.5%) are more likely to be female than module completers (49.5%). Also, on average graduate respondents were younger (median age: 28 years) than module completers (median age: 36 years). These and other factors are likely to impact on training related outcomes and prevent a more rigorous comparison of these groups.

A non-response analysis, using telephone interviewing was undertaken on a sample of non-respondents to examine a potential non-response bias. The analysis involved comparing mail respondents with a representative sample of non-respondents interviewed by telephone. Similar to previous years non-respondents to the mail questionnaire are more likely to be male, employed after the training, have achieved their main reason for doing the training and rate each aspect of the training and the training overall at 8 or higher on a 10-point scale.

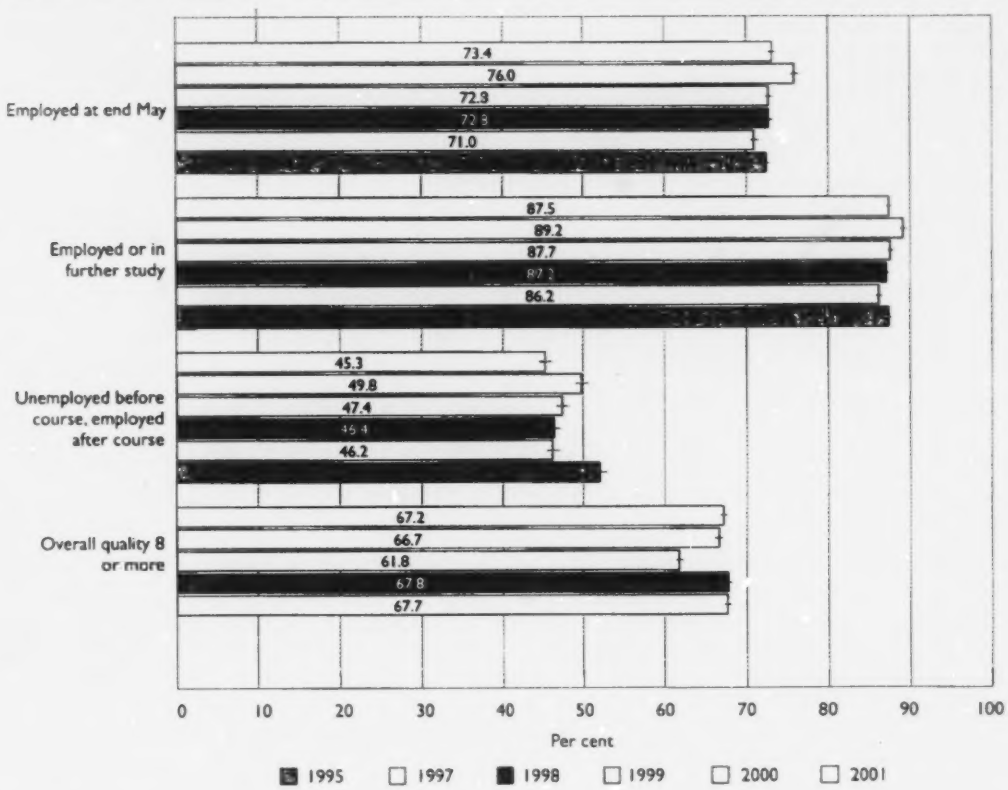
When comparisons have been made throughout this publication they are statistically significant at the 95% confidence level. Standard error bars have been included on the figures where appropriate. They can provide an indication of the error associated with the estimates obtained. The reader is also referred to the technical notes at the end of the publication for more information on the precision of survey estimates.

Graduates: 1995 - 2001

Figure 1 shows key outcomes for graduates over the period 1995–2001. It should be noted that there has been a break in series between 1999 and 2000 (see 'About the survey' on page 2 for more information). Even when taking into account this break in series, the pattern of employment and satisfaction outcomes has remained comparatively stable over this period.

The proportion of graduates employed after their training at the end of May decreased slightly from 76.0% in 2000 to 73.4% in 2001. The proportion of graduates employed or in further study after their training also decreased slightly by 1.7 percentage points from 89.2% in 2000 to 87.5% in 2001. Similarly, the proportion of graduates who were unemployed before commencing their course and employed after their course marginally decreased from 49.8% in 2000 to 45.3% in 2001. Notably, student satisfaction with their training remained stable over 2000 and 2001 with about two-thirds of graduates rating the overall quality of the training 8 or more on a 10 point scale.

Figure 1: Percentage of graduates by four key outcome measures, 1995, 1997, 1998, 1999, 2000, and 2001

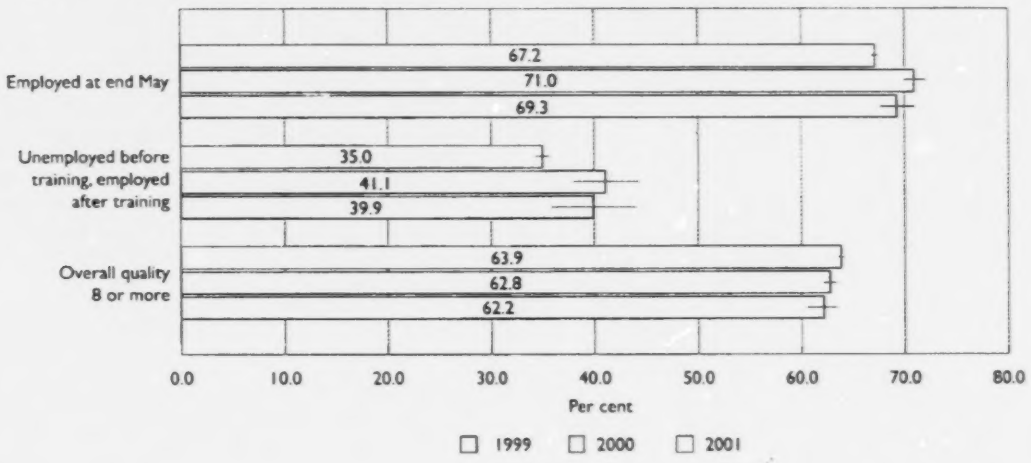


Module completers: 1999 - 2001

Figure 2 shows percentages of module completers by three major outcome measures for the period 1999 - 2001. Similar to graduates, employment and satisfaction outcomes for TAFE module completers have remained effectively steady since this group was first surveyed in 1999.

Module completers show a minor decline in employment outcomes for 2001 when compared to last year's data. The percentage of module completers employed at the end of May and the percentage of module completers who were unemployed before the course and employed after decreased by 3.8 and 6.1 percentage points, respectively. In contrast, the proportion of module completers rating the overall quality of their training 8 or more out of 10 remained stable over the past three years.

Figure 2: Percentage of module completers by key outcome measures, 1999, 2000, and 2001



Employment or further study: graduates

Figure 3 shows the percentage of graduates in work or study before and after their course and categorises graduate activity into two broad groups: those in work or study, and those not working and not studying. Module completers are excluded from this analysis as by definition a module completer must have left the TAFE system and not be in further study at the time they received the survey form.

In 2001 almost nine in ten graduates (87.5%) were either working or in further study after their course compared to 75.2% before commencing their training. After completing their current study, further study was undertaken by 38.8% of graduates. The major reasons for undertaking further study are mostly work related, 'to get a job or own business' (26.8%), 'to get a better job or promotion' (16.5%) or 'to get extra skills for my present job' (14.1%).

Figure 3: Percentage of graduates in work or study

	Before course		After course
Working or in study	**75.2**	↑	**87.5**
Not working and not studying:	**24.8**	↓	**12.5**
Looking for work	9.8	↓	6.5
Not looking for work	10.3	↓	5.8
Total	**100.0**		**100.0**

Employment status after training

Table 1 below details the labour force status at 25 May 2001 for graduates and module completers and shows that graduates (73.4%) are more likely to be employed than module completers (67.2%). The data also indicate that male students are more likely to be employed full-time than female students. However, the latter are about twice as likely to be employed part-time than their male counterparts. Female graduates are also slightly more likely to be unemployed (12.4%) when compared with male graduates (11.4%). Females in general, whether they are graduates or module completers (17.4% and 23.1%, respectively), are more likely not to be in the labour force than males (10.8% and 14.1%, respectively). The percentage of unemployed graduates (11.9%) is lower than that of module completers (13.3%), while the latter group (18.6%) is more likely than graduates (14.2%) not to be in the labour force.

Table 1: Percentage of graduates and module completers by labour force status and sex at 25 May 2001

	Graduates			Module completers		
Labour force status	Males	Females	Total	Males	Females	Total
Employed*	77.4	70.0	73.4	71.0	63.3	67.2
Full-time	60.7	34.4	46.6	55.5	30.2	43.0
Part-time	15.1	33.7	25.1	14.1	31.8	22.9
Not employed**	22.6	30.0	26.6	29.0	36.7	32.8
Unemployed:	11.4	12.4	11.9	14.0	12.5	13.3
Seeking full-time work	8.3	6.6	7.4	10.5	6.0	8.3
Seeking part-time work	3.1	5.8	4.5	3.5	6.5	5.0
Not in the labour force	10.8	17.1	14.2	14.1	23.1	18.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

* Employed includes 'not stated hours' for full-time and part-time;

**includes 'not employed (not further identified)'.

Employment indicators for students before commencing their training and after their training are illustrated in Figure 4. It shows that graduates improve their employment outcomes to a greater extent than do module completers.

Figure 4: Percentage of graduates and module completers by labour force status before and after training

	Graduates		Module completers	
	Before training	After training	Before training	After training
Total working * (full-time & part-time)	**66.6** ⬆	**73.4**	**67.0** ⬅ ➡	**67.2**
Full-time working	36.5 ⬆	46.7	40.0 ⬆	43.0
Part-time working	29.0 ⬇	25.1	24.9 ⬇	22.9
Total not employed	**33.3** ⬇	**26.6**	**33.0** ⬅ ➡	**32.9**
Looking for work (unemployed)	13.5 ⬇	11.9	12.7 ⬆	13.3
Not looking for work (not in labour force)	14.1 ⬅ ➡	14.2	14.9 ⬆	18.6
Total	**100.0**	**100.0**	**100.0**	**100.0**

* Total working includes 'not stated hours' for full-time and part-time.

Two-thirds (66.6%) of graduates were employed in the six months prior to commencing their course, 64.5% worked during their course and 73.4% were working 6 months after completing their training. In comparison, 67.0% of module completers were employed before their training, 63.0% during their training and 67.2% after their training.

For just over one quarter of employed graduates (26.6%) their job at 25 May 2001 was their first full-time job. The survey indicated that 60.9% of employed graduates were working with the same employer as they had during their final semester of study. The mean weekly earnings for first full-time graduate jobholders was $509. In contrast, 18.5% of module completers were in their first full-time job at 26 May and 65.4% were working with the same employer as they had during their training. Module completers in their first full-time job on average earned $546 per week.

Movement to higher skilled occupations[i]

Vocational education and training can facilitate career changes and career advancements. The 2001 Student Outcomes Survey revealed that graduates (24.6%) are more likely to move to a higher skilled occupation than module completers (13.4%). Generally, students with jobs in the lower skilled occupations before commencing their training are more likely to move to more skilled occupations after their training.

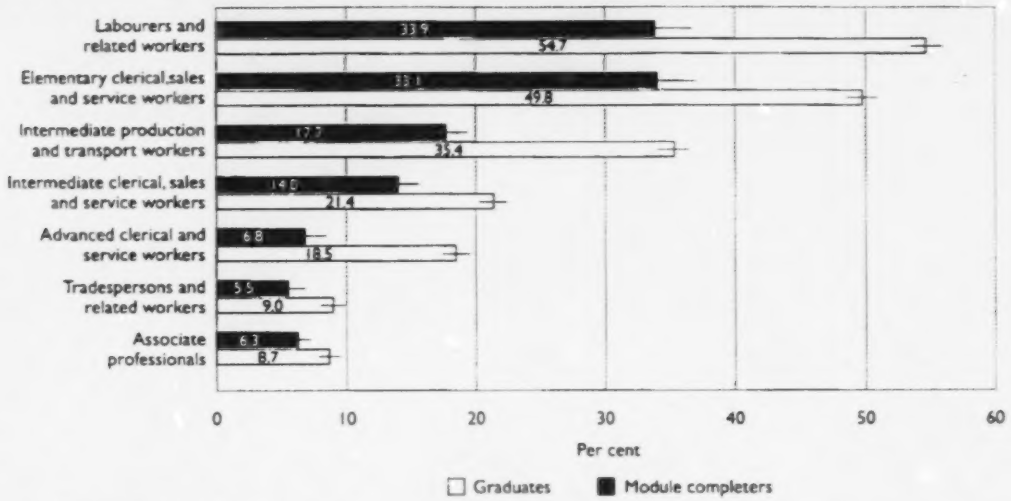
About half the graduates employed as *labourers and related workers* (54.7%), *and elementary clerical, sales and service workers* (49.8%) before training moved to higher skilled occupations after training (Figure 5). The pattern was similar for module completers in these occupations, although the magnitude of the movement was more moderate. Only about one third of respondents (33.9% and 34.1%, respectively) moved from the lower skilled occupations before training to higher skilled occupations after training.

Major areas of movement to higher skilled occupations occurred in the following occupation categories:

- **Labourers and related workers:** almost a quarter (24.8%) of employed graduates moved into *the tradespersons and related workers* category, a further 10.2% moved into the *intermediate clerical, sales and service workers* category. Module completers for this occupation category also moved into the *tradespersons and related workers* category (11.2%), *intermediate clerical, sales and service workers* (7.2%) and *elementary clerical, sales and service workers* categories (4.9%) after their training.
- **Elementary clerical, sales and service workers:** 20.4% of employed graduates moved into the *intermediate clerical, sales and service workers* category. Most module completers also moved to this same category (15.0%) and a further 12.1% of graduates moved into the *tradespersons and related workers* category.
- **Intermediate production and transport workers category:** 16.5% of employed graduates moved into the *tradespersons and related workers* category.
- **Intermediate clerical, sales and service workers category:** 6.5% of employed graduates moved into the *professionals* category, a further 5.7% moved into the *associate professionals* category.

Overall, graduates showed greater occupational movement than module completers. However, for both graduates and module completers, *professionals* showed the least occupational movement, with 85.4% and 90.5%, respectively, remaining in the same occupation before and after their training.

Figure 5: Percentage movement to higher skilled occupations of employed graduates and module completers

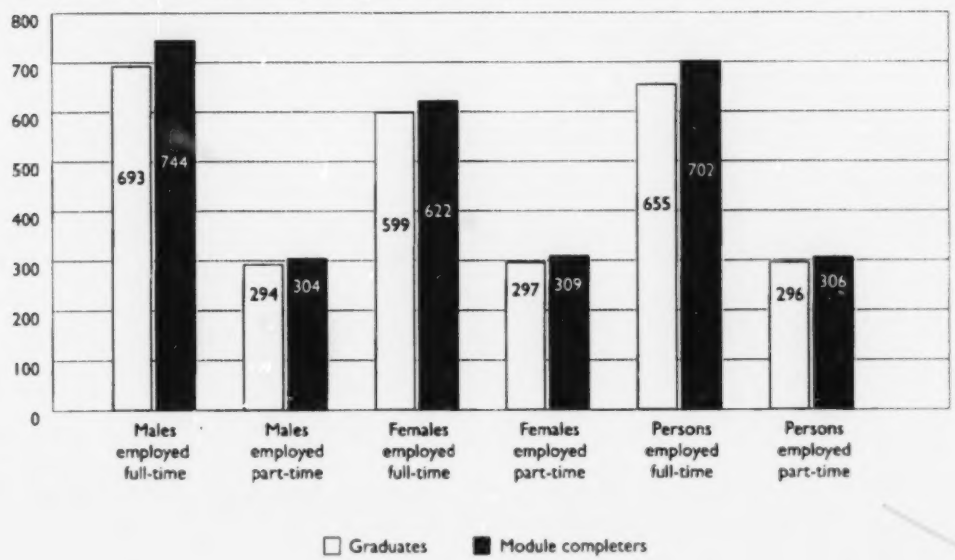


Note: The professionals and managers categories have been excluded from Figure 5, as the skill levels of both are very similar.

Average weekly earnings

The average weekly earnings of graduates and module completers varied by full-time and part-time status and sex (Figure 6). Female graduates ($599) and module completers ($622) working full-time earned less than their male counterparts who were also working full-time: $693 for graduates and $744 for module completers. Overall, module completers employed full-time ($702) had slightly higher average weekly earnings than graduates ($655) working the same weekly hours. However, both male ($294) and female graduates working part-time ($297) earned about the same as male ($304) and female ($309) module completers working part-time.

Figure 6: Average weekly earnings of employed graduates and module completers



Australia

Note: Caution should be exercised when comparing State/Territory information as each jurisdiction has different economic, demographic and social profiles. These factors are likely to have an impact on a range of employment and satisfaction related outcomes. The reader is also referred to the technical notes at the end of this publication for further information.

Australia	Graduates	Module completers
Respondents to survey	39,426	30,128
Females	53.5%	49.5%
15-24 age group	43.1%	28.6%
Aboriginal, Torres Strait Islander	1.9%	2.7%
Non-English Speaking Background *	30.9%	26.4%
Born in overseas country	24.8%	22.7%
Employed at end May	73.4%	67.2%
Employed in first full-time job	26.6%	18.5%
Believed training relevant to job	75.2%	59.8%
Average weekly earnings in first full-time job	$509	$546
Enrolled in further study	38.8%	N/A
Overall quality rating of training 'satisfied' (8 or more out of 10)	67.2%	63.9%

Notes: * Non-English Speaking Background: students speak a language other than English at home or one or both parents speak a language other than English as their first language.

Northern Territory	Graduates	Module completers
Respondents to survey	392	801
Females	56.2%	47.5%
Age 15-24 age group	25.0%	28.5%
Non-English Speaking Background	37.1%	29.2%
Born in overseas country	24.1%	17.5%
Employed or in further study at end of May	91.8%	N/A
Employed at end May	80.6%	77.1%
Employed in first full time job	17.5%	17.5%
Enrolled in further study	40.0	N/A

Western Australia	Graduates	Module completers
Respondents to survey	6110	4607
Females	53.0%	53.3%
Age 15-24 age group	49.3%	29.7%
Non-English Speaking Background	27.9%	24.9%
Born in overseas country	29.3%	29.8%
Employed or in further study at end of May	87.6%	N/A
Employed at end May	70.0%	69.7%
Employed in first full time job	27.1%	17.5%
Enrolled in further study	42.2%	N/A

South Australia	Graduates	Module completers
Respondents to survey	2891	3504
Females	52.5%	47.1%
Age 15-24 age group	39.1%	22.7%
Non-English Speaking Background	21.3%	20.1%
Born in overseas country	18.4%	19.3%
Employed or in further study at end of May	91.5%	N/A
Employed at end May	84.6%	74.4%
Employed in first full time job	26.2%	18.5%
Enrolled in further study	33.6%	N/A

in summary

Queensland	Graduates	Module completers
Respondents to survey	7602	5019
Females	52.0%	49.9%
Age 15-24 age group	40.8%	27.9%
Non-English Speaking Background	19.0%	19.0%
Born in overseas country	19.0%	20.0%
Employed or in further study at end of May	85.6%	N/A
Employed at end May	74.5%	64.3%
Employed in first full time job	22.6%	16.2%
Enrolled in further study	32.8%	N/A

New South Wales	Graduates	Module completers
Respondents to survey	11,167	6797
Females	55%	54.0%
Age 15-24 age group	42.5%	30.7%
Non-English Speaking Background	36.1%	30.9%
Born in overseas country	27.4%	24.8%
Employed or in further study at end of May	87.7%	N/A
Employed at end May	72.1%	62.1%
Employed in first full time job	28.1%	19.5%
Enrolled in further study	41.6%	N/A

Australian Capital Territory	Graduates	Module completers
Respondents to survey	847	795
Females	55.1%	49.5%
Age 15-24 age group	52.4%	36.6%
Non-English Speaking Background	30.8%	27.9%
Born in overseas country	22.8%	20.2%
Employed or in further study at end of May	92.2%	N/A
Employed at end May	80.3%	77.2%
Employed in first full time job	29.8%	18.4%
Enrolled in further study	42.2%	N/A

Tasmania	Graduates	Module completers
Respondents to survey	1109	973
Females	45.0%	53.2%
Age 15-24 age group	44.6%	24.7%
Non-English Speaking Background	10.8%	10.6%
Born in overseas country	9.7%	10.8%
Employed or in further study at end of May	89.1%	N/A
Employed at end May	78.2%	68.8%
Employed in first full time job	30.0%	15.2%
Enrolled in further study	38.4%	N/A

Victoria	Graduates	Module completers
Respondents to survey	9308	7632
Females	52.7%	38.5%
Age 15-24 age group	44.4%	30.3%
Non-English Speaking Background	37.6%	29.4%
Born in overseas country	25.6%	20.6%
Employed or in further study at end of May	87.6%	N/A
Employed at end May	73.5%	74.4%
Employed in first full time job	27.2%	19.6%
Enrolled in further study	37.7%	N/A

Satisfaction outcomes

Graduates and module completers were asked whether they thought the training helped them to achieve the main reason for undertaking their training, whether or not the training was relevant to their employment at the end of May 2001, and to rate the quality of the training on a number of aspects.

Nearly eight in every ten graduates (79.9%), and 71.1% of module completers indicated that their training helped them wholly or partly to achieve the main reason for undertaking the training.

A list of possible employment-related benefits of completing the training was provided in the questionnaire and students employed at 25 May 2001 were asked to indicate which of these benefits they considered they had received as a result of completing their training. There were distinct differences in benefits for graduates and module completers and male and female students. Table 2 provides a summary of the employment-related benefits received by graduates and module completers. The main findings include:

- Graduates overall are more likely to achieve at least one benefit (64.1%) compared to module completers (45.1%).
- Male graduates (51.4%) are more likely than female graduates (40.6%) to obtain an increase in earnings or a promotion or increased status at work.
- Female graduates (50.1%) are more likely to either change jobs or get a job in comparison with male graduates (43.4%).
- Module completers follow the same pattern as graduates, in that males (27.4%) are more likely than females (20.5%) to obtain an increase in earnings or a promotion or increased status at work.
- Graduates (45.9%) were also more likely than module completers (24.3%) to obtain an increase in earnings or a promotion or increased status at work.

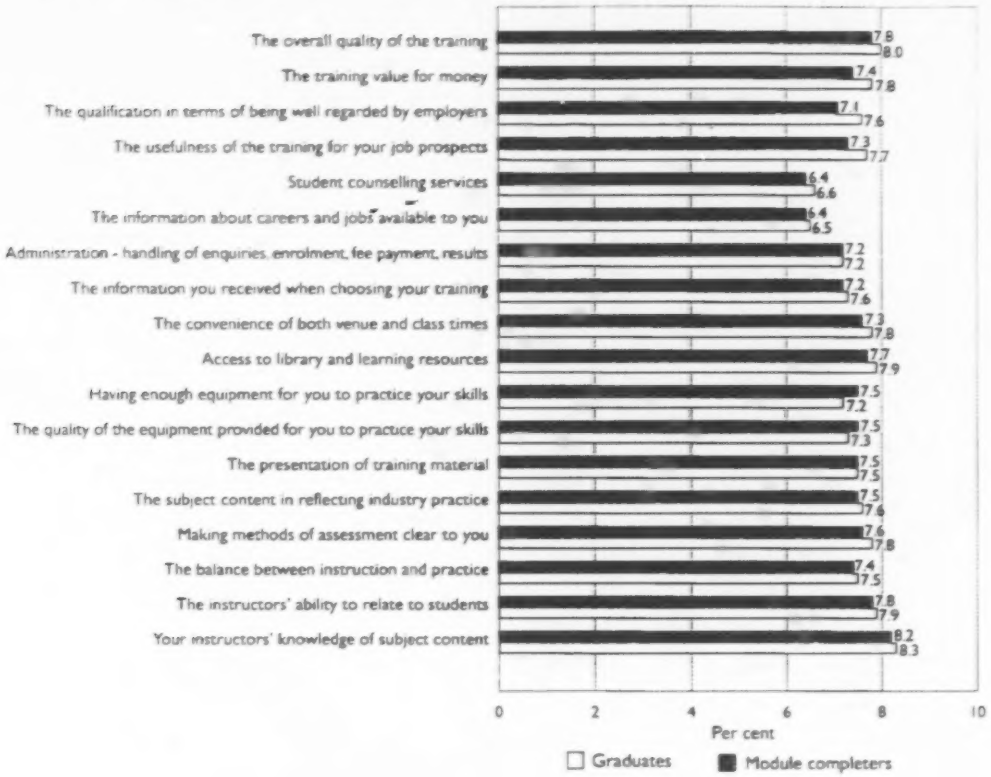
Table 2: Percentage of graduates and module completers by employment-related benefits

	Graduates			Module completers		
	Males	Females	Persons	Males	Females	Persons
An increase in earnings	29.7	23.2	26.4	13.5	8.9	11.4
A promotion (or increased status at work)	21.7	17.4	19.5	13.9	11.6	12.9
A job	27.9	29.6	28.8	12.5	13.5	13.0
A change of job	15.5	20.5	18.1	9.1	10.2	9.6
At least one benefit	66.3	62.1	64.1	46.6	43.5	45.1

Graduates reported higher levels of relevance of their training to employment compared with module completers. A little more than half (51.9%) of the graduates employed at 25 May 2001 regarded their course to be highly relevant to their employment while a further 23.3% thought it to be of some relevance. In contrast, 28.7% of employed module completers stated that their training was highly relevant and a further 31.1% thought it to be of some relevance.

A number of aspects of the training were listed in the questionnaire and students were asked to rate each of these on a scale from one to ten where one or two was 'poor' and nine or ten was 'excellent' (Figure 7). Generally, graduates were satisfied with their TAFE training with mean scores for the various training aspects obtained between 6.5 and 8.3 out of 10. Graduates and module completers rated the overall quality of their training about the same with 8.0 and 7.8 out of 10, respectively. Both groups considered their instructors' knowledge of course content as very good with a mean score for this question of 8.3 and 8.2 out of 10, respectively. This aspect was also ranked by graduates (33.7%) and module completers (34.9%) as the most important aspect of service.

Figure 7: Average rating of training by graduates and module completers



Main reason for undertaking training

Graduates (73.7%) indicated they were more likely to undertake their training for vocational or job-related reasons than module completers (64.0%) as detailed in Table 3. Module completers (20.0%) were much more likely to undertake TAFE training to get extra skills for their job than graduates (12.9%).

Table 3: Percentage of graduates and module completers by main reason for undertaking training

	Graduates	Module completers
Vocational or work related reasons	**73.7**	**64.0**
To get a job (or own business)	24.2	16.8
To try for a different career	12.4	9.2
To get a better job or promotion	9.3	6.6
It was a requirement of my job	14.9	11.3
To get extra skills for my job	12.9	20.0
Non-vocational reasons	**26.3**	**36.0**
Total	**100.0**	**100.0**

Reasons for not continuing to study - module completers

The definition of module completer applied in the survey grouped students who were not graduates, who had successfully completed at least one module, and who had left the TAFE system at the time the survey was conducted. All module completers were asked their reasons for not continuing or undertaking more TAFE training.

Module completers were allowed to nominate multiple responses. The most common reasons given were:

- 27.4% of respondents indicated that they had gained what they wanted from the training.
- 18.7% indicated they changed jobs or started a new job.
- 16.7% indicated there were too many pressures on their time.
- 16.2% stated that they got the skills they needed for their job.
- 10.6% indicated family reasons prevented them from continuing.

Respondents were also asked to indicate their main reason for not continuing or undertaking more TAFE training (Table 4). In general the reasons that module completers gave for not undertaking more TAFE training can be broken into three broad categories: employment-related reasons (31.2%), training related reasons (39.9%), and personal reasons (28.7%).

It is worth noting that almost half (49.3%) of all module completers indicated employment-related reasons or that they had gained what they wanted from the training. Personal reasons for not continuing or undertaking more TAFE training was named by 28.7%. These findings suggests that 78.0% of the respondents provided reasons that are beyond the control of the TAFE system.

Table 4: Percentage of modulescompleters by main reason for not undertaking more TAFE training

Employment-related reasons	**31.2**
Changed jobs or started a new job	12.0
I lost my job	10.5
Training related reasons	**39.9**
I had gained what I wanted from the training	18.1
The training no longer related to my plans	6.2
The training was not what I expected	6.1
I transferred to or started other training	4.1
Personal reasons	**28.7**
Too many pressures on my time	10.2
Family reasons prevented me from continuing	7.2
Financial reasons prevented me from continuing	4.7
Other reasons	**0.3**
Total	**100.0**

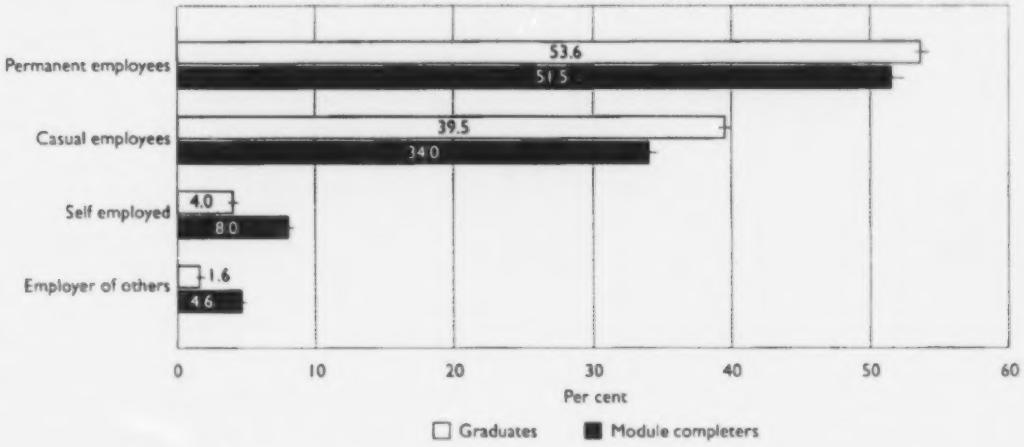
Education and work before undertaking training

The 2001 Student Outcomes Survey showed that TAFE is not just for school leavers seeking a first qualification, it also serves people with prior qualifications wanting to upgrade skills with further study. For both graduates and module completers, over half (54.5% and 57.1% respectively) had some type of post-school qualification.

Employment participation before commencing their training for graduates and module completers is about the same. Two-thirds (66.6%) of graduates and 67% module completers worked either full- or part-time before commencing their training.

Figure 8 provides the employment status of students before undertaking their training and shows that graduates (53.6%) are more likely to be employed on a permanent basis than module completers (51.5%). However, module completers (8%) are about twice as likely to be self-employed than graduates (4%).

Figure 8: Percentage of graduates and module completers by employment status before undertaking training



About the training

Graduates were far more likely to be undertaking *health and community services* programs than module completers. On the other hand module completers were more likely to be undertaking VET multifield education (basic numeracy, literacy, English as a second language and general skills development type training programs) compared to graduates.

Approximately two-thirds (65.2%) of graduates undertook programs in four fields of study (Table 5): *business, administration, economics* (23.2%), *health and community services* (17.2%), *engineering and surveying* (12.9%) and *services, hospitality, transportation* (11.9%). For module completers, a similar proportion (65.8%) undertook programs in four fields of study: *business, administration, economics* (22.4%), *VET multifield education* (20.0%), *engineering and surveying* (13.1%) and *services, hospitality, transportation* (10.3%).

Table 5: Percentage of graduates and module completers by field of study

	Graduates	Module completers
Land & marine resources, animal husbandry	3.8	6.4
Architecture, building	5.4	4.3
Arts, humanities, social sciences	7.1	5.7
Business, administration, economics	23.2	22.4
Law, legal studies	0.7	1.0
Education	2.9	2.4
Engineering, surveying	12.9	13.1
Health, community services	17.2	5.5
Science	6.9	8.7
Veterinary science, animal care	0.4	0.2
Services, hospitality, transportation	11.9	10.3
VET multifield education	7.5	20.0
Total	**100.0**	**100.0**

Industry of employment[ii]

Employment opportunities for students vary across industries. Table 6 illustrates these differences by comparing the employment of students across the 17 major industry groups with the employment pattern for the total Australian workforce.

Table 6: Percentage of TAFE graduates and module completers by industry of employment at 25 May 2001 in comparison with the Australian workforce.

	Graduates	Module completers	All employed persons[iii]
Agriculture, forestry, fishing	2.8	7.2	4.7
Mining	1.1	1.3	0.8
Manufacturing	10.4	11.6	12.3
Electricity, gas, water supply	1.1	1.2	0.7
Construction	9.0	7.3	7.3
Wholesale trade	1.6	1.9	4.7
Retail trade	16.5	15.9	14.8
Accommodation, cafes, restaurants	7.2	6.4	5.1
Transport, storage	3.1	3.9	4.6
Communication services	1.6	1.9	2.1
Finance, insurance	2.5	2.6	3.9
Property and business services	9.7	9.0	11.7
Government administration, defence	3.6	4.2	4.1
Education	7.2	7.9	6.9
Health, community services	15.2	11.0	10.0
Cultural, recreational services	2.8	3.0	2.5
Personal, other services	4.4	3.8	3.9
Total	**100.0**	**100.0**	**100.0**

Student profile

Table 7 highlights some of the demographic differences between graduates and module completers and shows:

- **Age.** Graduates (median age: 28 years) are younger on average than module completers (median age: 36 years). There is a higher proportion of graduates aged under 25 years (43.1% compared to 28.6%) and a lower proportion aged 40 years and over (26.3% compared to 41.2%) than module completers.
- **Sex.** Graduates are more likely to be female (53.5%) compared module completers (49.5%).
- **Regionality.** Graduates (61.1%) are more likely to have a capital city as their home address than module completers (51.0%)
- **Disability.** Module completers (9.6%) are more likely to report a disability than graduates (4.5%).

Table 7: Percentage of graduates and module completers by general characteristics			
	Graduates	Module completers	Australia[iv]
Females	53.5%	49.5%	50.2%
Median age	28 years	36 years	35 years
15-24 years of age	43.1%	28.6%	14.1%
Aged 40 and over	26.3%	41.2%	42.4%
Indigenous Australians (ATSI)	1.9%	2.7%	2.5%
Non-English-Speaking Background	30.9%	26.4%	N/A
Reported disability	4.5%	9.6%	19.3%
Capital city as home address	61.1%	51.0%	63.9%

The survey also revealed:

- Module completers (78.0%) are more likely to not have studied during the 6 months before commencing their training compared with graduates (68.3%).
- More module completers (7.1%) commenced their training while still at school than graduates (5.9%).
- Graduates had a higher level of schooling compared with module completers, with 55.8% of graduates and 43.5% of module completers having completed year 12 or equivalent.
- A slightly lower proportion of graduates (9.0%) than module completers (11.1%) had a bachelor degree or higher qualification before commencing their training.
- 36.5% per cent of graduates were working full-time before commencing their course and 29.0% part-time. For module completers, 40.0% worked full-time and 24.9% worked part-time.

Technical Notes

The estimates provided throughout this publication have been at the national level and as a result of the sample size standard errors associated with these estimates are small. However, some State and Territory information has been presented, along with comparisons of graduates and module completers. Readers should be aware that the most reliable results for graduates and module completers are at the national level. This is due primarily to the total number of responses received.

The reliability of the estimates decreases with smaller sample sizes and varies with the size of the estimated proportions. For example, twice the standard error for the proportion of employed graduates (73.4%, n = 28,356) is 0.4 percentage points. In comparison, twice the standard error for the proportion of employed module completers (67.2%, n = 20,211) is 0.6 percentage points. This means in case of the example of the employed graduates that the actual value of the estimate lies somewhere between 73.0% and 73.8%. The interval created by twice the standard error is used as a measure of reliability of the estimate at the 95% confidence level. It means that in case the survey is repeated one would have a 19 in 20 chance that the proportion obtained for employed graduates would be between 73.0 and 73.8%.

To aid readers in understanding the estimates, the following table provides twice the standard errors associated with these estimates. To illustrate how the confidence interval is derived go to the nearest estimated proportion in the table at the end of this report, that is, 70%, and move down this column until you get to the closest sample size on which the proportion is based (30,000). This then gives a significance level, ie. twice the standard error, of 0.4.

This table can be used for graduates and module completers.

Estimates of standard errors for survey percentages at the 95% confidence limit

	Estimated proportion								
Sample size	10%	20%	30%	40%	50%	60%	70%	80%	90%
100	6.0	8.0	9.2	9.8	10.0	9.8	9.2	8.0	6.0
200	4.2	5.7	6.5	6.9	7.1	6.9	6.5	5.7	4.2
300	3.5	4.6	5.3	5.7	5.8	5.7	5.3	4.6	3.5
400	3.0	4.0	4.6	4.9	5.0	4.9	4.6	4.0	3.0
500	2.7	3.6	4.1	4.4	4.5	4.4	4.1	3.6	2.7
600	2.4	3.3	3.7	4.0	4.1	4.0	3.7	3.3	2.4
700	2.3	3.0	3.5	3.7	3.8	3.7	3.5	3.0	2.3
800	2.1	2.8	3.2	3.5	3.5	3.5	3.2	2.8	2.1
900	2.0	2.7	3.1	3.3	3.3	3.3	3.1	2.7	2.0
1 000	1.9	2.5	2.9	3.1	3.2	3.1	2.9	2.5	1.9
1 100	1.8	2.4	2.8	3.0	3.0	3.0	2.8	2.4	1.8
1 200	1.7	2.3	2.6	2.8	2.9	2.8	2.6	2.3	1.7
1 600	1.5	2.0	2.3	2.4	2.5	2.4	2.3	2.0	1.5
3 000	1.1	1.5	1.7	1.8	1.8	1.8	1.7	1.5	1.1
4 000	0.9	1.3	1.4	1.5	1.6	1.5	1.4	1.3	0.9
6 000	0.8	1.0	1.2	1.3	1.3	1.3	1.2	1.0	0.8
8 000	0.7	0.9	1.0	1.1	1.1	1.1	1.0	0.9	0.7
10 000	0.6	0.8	0.9	1.0	1.0	1.0	0.9	0.8	0.6
11 000	0.6	0.8	0.9	0.9	1.0	0.9	0.9	0.8	0.6
12 000	0.5	0.7	0.8	0.9	0.9	0.9	0.8	0.7	0.5
30 000	0.3	0.4	0.4	0.5	0.5	0.5	0.4	0.4	0.3
42 000	0.3	0.4	0.4	0.5	0.5	0.5	0.4	0.4	0.3

© NCVER, 2001

Comments and suggestions regarding this publication are welcomed. They should be forwarded to the address below.

This work has been produced with the assistance of funding provided by the Australian National Training Authority (ANTA) and is published by the National Centre for Vocational Education Research (NCVER) Ltd, ABN 87 007 967 311 under licence from ANTA. Apart from any use permitted under Copyright Act 1968, no part of this publication may be reproduced by any process without the written approval of the NCVER Ltd. Requests should be made in writing to NCVER Ltd.

The views and opinions expressed in this document are those of the author/project team and do not necessarily reflect the views of the Australian National Training Authority.

NCVER Ltd, 252 Kensington Road, Leabrook, SA 5068, Australia
Web: http://www.ncver.edu.au

ISBN: 1 74096 002 5
TD/TNC: 67.582

[i] Classified according to the Australian Standard Classification of Occupations (ASCO), second edition.

[ii] Classified on the basis of the business or service carried out by the student's employer according to the Australian and New Zealand Standard Industrial Classifications (ANZSIC).

[iii] Australian Bureau of Statistics, Labour Force Australia, catalogue No 6203.0, May 2001

[iv] Australian Bureau of Statistics, Australian Demographic Statistics March Quarter 2001, catalogue No 3101.0, September 2001; Australian Bureau of Statistics, Population by Age and Sex June 2000, catalogue No 3201.0, December 2000; Australian Bureau of Statistics, 1998 Survey of Disability, Ageing and Carers Survey, catalogue No 4430.0